

Q1) I have reviewed my notes from the bidders conference, but I'm still confused about the Summary Sheet. I am putting the RFP language in quotes to try to help clarify and understand the procedure.

I have developed a budget for our proposed program; this I am calling the "Design" and to it I am adding the "Base" of \$40,000 to get my "Total Grant Request" which is "Equal to Base + Design." My "Total Cost" represents my "Total Grant Request" plus my "Matching Resources." I've checked to make sure that my "Total Grant Request" is 90% or less (it's less) than my "Total Cost" so I believe I am doing this right. When I break down the cost for the components, I use my "Design" figures; I am not factoring in the "Base" as we were told not to worry about where to show that amount.

However, the other day I read the answer to a question where the questioner was told to take 90% of the figure you get when you add up the "Base" + "Design" and that this was the "Total Grant Request." This doesn't make sense to me because the Summary sheet says the Total Grant Request must "Equal" the Base + Design. So now I'm confused.

A1.) You are correct. The Base (\$40,000) plus the design of the project is the total cost. The total grant request is 90% or less of the total cost.

Q2.) We have experienced character limitations when using the boxes provided for answers. In my notes from the bidders' conference I have written "be concise" but in the RFP I can't find any reference to actual page limits. Should we assume that the character limitations in the boxes are the same as page limits? If so, are we allowed to append graphs, charts or lists that might help illustrate the points being made in the narrative (i.e. goals and objectives, indicators, etc.)?

A2.) Although it is expected that answers be concise, you may exceed the limitations of the provided box. Supporting documentation will be accepted, as long as it is an integral part of the application. For example, if a graph supports Section A, then it should be in Section A at the appropriate place.

Q3.) If an agency that submitted its own Letter of Intent and provides non-instructional supports as part of a consortium for one of the investment priority areas in which three additional agencies participate, then how should this agency submit its application, as it is unlikely to meet the minimum hour threshold?

A3.) This agency has several options. It could submit its own application and present how its request is part of the designs to be delivered by other agencies. Its costs then are part of the total cost. Or, it could establish an agreement that as part of the priority-focused consortium it will provide these non-instructional supports. Its required resources in this scenario would be included in the budget requests of one or more of the consortium agencies.

Q4.) The grant proposal and level of accountability is mainly geared to an adult education program. But you are also asking of workforce programs that build skills for occupations. My colleagues and I will be applying for a community health worker training program. In this program we are developing an evaluation remedial literacy component that corresponds with the curriculum. The program is an entry level program but is also designed to be an entry point to a career path for those who may want to enter other fields and or eventually get a degree in community health work (in development). We are

working with CCRI and other community organizations to steer participants to get degrees and more extensive evaluation during the program or later if needed.

Our evaluation is not a standardized formal evaluation. This evaluation is to alert the facilitators to who may need more assistance and to give support to participants to better assure the participant's success in the training. We will also have another more extensive remedial service that is being developed at the site for the community at large. This also is not a standardize program. The purpose of these programs is to get folks in and get many the supports to start the process, which will assist them to succeed in the traditional standardized program. Will these remedial services be considered adequate for this grant knowing that we are working with others to direct participants to more formal/traditional academic measures when needed?

A4.) The measure of educational gain is required for all RIDE-funded adult education programs. To measure educational gain, the National Reporting System (NRS) established and Rhode Island adopted, a hierarchy of six educational functional levels from beginning literacy through high school level completion and six levels for English literacy from beginning level to high advanced. Included for each level is a corresponding set of benchmarks on standardized assessments. Any funded application must provide at a minimum services and related outcomes (i.e. evidence of skill gain) for completion of educational functioning levels.

Q5.) Our program is not open to the general public there is a recruitment process to select people that have the emotional temperament to be a community health worker. There are specific recruitment techniques that we have used for this. Those techniques will be described in the application and referenced. Will the fact that this program is not open to all be a problem?

A5.) Each organization is likely to have interested individuals for whom the program's purpose and the individuals' goals are either aligned or not aligned. Organizations can focus on or prioritize services to (eligible) subpopulations.

Q6.) Our program most specifically addresses 1.3 of the investment priorities. We think that there will be overflow to 1.1, 1.2 and 2.2 but we will not be able to give specific numbers for these expected results. We think this because we have request in the community to address youth issues where the development of a peer to peer advisor program will be in order and the initial adult cohort of community health workers can do the training. We may have a number of people who are on welfare in the program and or be part of assisting those in the community to get training to move to work. And lastly, we expect that we will be engaging adults that are facing literacy, numeracy and issues. But again we can not predict the numbers. Can and should we describe this potential for these other areas of investment in the narrative and not include it on cover page chart?

A6.) The target population section within the coversheet is a good place to indicate the individuals that you are planning to recruit for any investment area. Another area is the component details within section B. The program should only include investment priority areas where it is felt that the proposal will allow for meeting the targets and objectives within that priority area.

Q7.) We are in process of writing to the investment priority 1.2 Pathways to jobs for Current and Former Welfare Recipients. As we look into next year and the education hours that FIP clients will need to do for their goal plans, how different will it be then it is

now - 10 hours, 20 hours, 30 hours?? In other words, in general, if they are a 30 hour, will they only have a 10 hour end plan? I am a bit confused.

A7.) If any entity plans to apply for FIP Project Opportunity funds, the greatest burden it will have is to figure out how to help each parent achieve 20 hours of "other" activity. The "other" has to be paid employment, unpaid work experience, vocational education (if they are eligible), or community service. Only when a client has 20 documented hours of that kind of activity will traditional "education/adult education" be countable for TANF purposes. For that reason, the FIP PO section of the Adult Ed RFP was written the way it was. If DHS refers a client to a PO provider, it will be (most often) because the PO provider has put together a 20-10 program.

Providers may wonder about the FIP parents who are only required to do 20 hours per week of activity because they have a child under the age of 6. DHS is not saying that 20-hour parents will be forced into 30-hour programs, only 10 hours of which will be traditional adult ed classroom format. But DHS can encourage all parents to pursue the PO 20-10 model because (a) an integrated program of adult ed and work experience (of whatever kind, as listed above) is deemed most effective for FIP parents who are required to prepare for and enter employment, (b) the combined activity improves a resume and/or a person's marketability, and (c) the "extra" hours (in the case of a 20-hr. required FIP parent) more closely mirrors the requirements of competitive employment.

Presently, State law (Family Independence Act) differs from federal law (Temporary Assistance for Needy Families) on the matter of education/adult education. FIA does permit a parent to pursue adult education full-time for a limited period. Therefore, DHS can permit FIP parents to have employment plans that reflect full-time (for them) adult education only. This is not the model that TANF or DHS presently encourages, and DHS relies upon PO providers to help us determine the best type of program for each individual. Entities likely to apply for PO funds are also likely to have (or to partner with entities that have) 20 hours of traditional adult education classroom formats, and in those rare instances in which a FIP parent is best served by such formats, the PO providers are expected to have the flexibility to arrange for the right program for each individual.